BLUEPRINTS PREFACE
STAR PROGRAM CALIFORNIA STANDARDS TESTS
MATHEMATICS

The following blueprints are for the STAR Program California Standards Tests (CSTs) in mathematics. The "Previous Public Blueprint" column shows the standards tested and the number of multiple-choice questions included in previously posted test blueprints. Previous CST test scores in grades 2-7 were generated using students' performance on questions specifically written to address California's content standards and standards-linked questions from the Stanford 9 norm-referenced test. Beginning in 2003, the tests at all grade levels will include only questions that address California's content standards in mathematics and will be completely independent of norm-referenced tests. The "2003 Revised Blueprint" column shows the standards tested and numbers of questions included on these independent CSTs. Most tests have 71 items that include 6 embedded field test items plus 65 regular items.

The mathematics CSTs for grades 2 through 7 are tied to specific grade levels. The CSTs in grades 8 through 11 are tied to specific math courses. Two additional tests, the California High School Mathematics Summative Test (formerly the Grade 11 Test) and the General Mathematics Standards Test are given to specific students. The High School Mathematics Summative Test is given to students in grades 9 through 11 who complete algebra II or third-year integrated math at any time before testing begins. The General Mathematics Standards Test is given to students in grades 8 and 9 who are not enrolled in a standards-based math course or are in the first year of a two-year algebra I course.

There have been some important revisions made to the 2003 blueprints to clearly identify standards that are being assessed and to further refine our testing program. Those revisions are summarized below:

- A clear statement has been added to each of the tests that Key Standards are identified with an *, i.e., Grade 2, Number Sense 1.1*. Key Standards are also identified in the *Mathematics Framework for California Public Schools*, 1999 Edition, for grades 2 through 7. Key Standards are identified with the * notation in the test blueprints for grades 8 through 11.

    - **An important note is that items assessing Key Standards comprise a minimum of 70% of each California Standards Test in mathematics.**

- For grades 2 through 7, a clear distinction has been made between the descriptive statements that precede each set of standards, i.e. 1.0, 2.0, etc., and the actual standards being assessed, i.e., 1.1, 2.1, etc. The blueprints have been revised to clearly indicate with shading and ✓ marks standards that are assessed. Also, the content of standards in the Mathematical Reasoning Strand is assessed by embedding that content within items assessing the other four strands.

- For grades 8 through 11, the standards are organized with a mixed notation 1.0, 2.0, 25.1, etc. Blueprints for these grades have been revised to clearly indicate with shading and ✓ marks standards that are assessed.

- For several grades there are some standards that while important, are not assessable in a multiple-choice format. These standards have been clearly identified with the notation N/A**. However, this does not suggest these standards should not be taught in the classroom. In order for students to have a full understanding of the subject matter to be tested, all of the standards must be covered in instruction, as comprehension of certain tested standards assumes an understanding of standards that may not be assessable within the format of the California Standards Tests.

- The 1st, 2nd, and 3rd year Integrated Mathematics Tests have been revised to reflect revisions in the subject specific tests and it should be noted that the same standards are no longer being assessed in multiple years. There is no change in when content can be introduced, but there is now a specified year when students are responsible for the content within standards.

- The High School Mathematics Summative Test has been revised to include a broader representation of the standards while retaining the previous strand emphases.